

California State University, Fresno
Department of Communicative Disorders and Deaf Studies

CDDS 257

Student Teaching: Speech and Language in the Public Schools

This course fulfills the following ASHA Standards: III-F, III-H, IV-B, IV-D, IV-E, IV-F, and IV-G.

COURSE DESCRIPTION:

This course is designed to partially meet credential requirements for the Speech-Language Pathology Services (SLPS) Credential and to help prepare students to work as a speech-language pathologist in the public schools. Students must be concurrently enrolled in CDDS 209, and must have successfully completed three semesters in the Fresno State on-campus clinic (CDDS 230) or have demonstrated previous clinical experience elsewhere as approved by the Clinic Director.

Students complete a clinical practicum assignment in the public schools under the direct supervision of a master clinician/supervisor in a school setting. The university supervisor provides indirect supervision via CDDS 209 meetings and telephone conversations with the student and master clinician. The university supervisor may visit the school site during the semester, although the master clinician remains as the primary direct supervisor.

Students progress from direct observation of the master clinician to responsibility for service delivery for the entire caseload by the end of the semester (usually by the end of the first month). *Students are required to earn a minimum of 100 ASHA clinical clock hours.* (ASHA requires that students obtain a minimum of 100 clinical clock hours in the school setting to be eligible for the SLPS Credential. The educational setting practicum assignment typically lasts for one semester and includes a minimum of three full days per week.

GRADES (see attached grading policy)

Students receive a midterm and final evaluation. At times, a three week evaluation is also provided. Grades are suggested by the master clinician, although the university supervisor has the final authority for the grades, based on the Student Practicum Evaluation Form. Students performing at an average level of at least a 4 receive a grade of CR (credit). Students performing below an average final level of 3.99 receive NC (no credit) for the course. Students performing at a level of 1 or 2 in any area during their final evaluation receive a grade of NC (no credit) for the course.

To receive credit for clinical clock hours, students must receive a grade of CR.

LEARNING OUTCOMES

Although clinical experiences will vary depending on the school site, ideally students will learn to:

- * Perform individual consultations or whole class screenings.
- * Identify students (ranging in age from birth to twenty-two) with special education needs related to speech/language.
- * Understand and follow special education law related to the identification, assessment, determination of need, eligibility, and placement of students in special education (speech/language).
- * Students will acquire basic knowledge of required statewide assessments and local, state, and federal accountability systems.
- * Develop an assessment plan to address the areas of identified weakness.
- * Learn how a student qualifies for services (eligibility requirements for the school district)
- * Participate as a member of the multi-disciplinary team which includes the general education teacher, administration, special ed. teachers, O.T.'s etc.
- * Develop a prior notice of an IEP meeting and conduct an IEP meeting.
- * Attend a Student Study Team meeting: Align services and treatment with classroom curriculum with state standards.
- * Schedule and implement treatment.
- * Obtain and incorporate multiple sources of information in order to participate in progress monitoring and in decision making regarding eligibility and services.
- * Obtain and incorporate diagnostic information derived from classroom observation of the student(s) and consultation and/or collaboration with the classroom teacher(s). Student will obtain practice in proficiently selecting, administering, and interpreting a variety of assessment instruments that are valid, reliable, and culturally sensitive to a variety of ethnically diverse clients in a school setting.
- * Students will demonstrate proficiency in the effective use of interpreters/translators in the assessment of English language learners
- * Students will be exposed to and utilize criterion – referenced checklists as well as interview and observational techniques that are employed to gain information from general education instructors, special education teachers, and learning behaviors observed in the classroom so

as to collaborate with teachers to establish classroom based accommodation and modifications.

- * Students will be exposed to assessments to evaluate students' needs and strengths for the purpose of making accommodations, modifications, instructional decisions, and ongoing program improvements.
- * Accurately analyze diagnostic information (e.g., derive scores, determine strengths and weaknesses, incorporate diagnostic information accurately in to a written report, develop appropriate IEP goals/objectives based on diagnostic information, classroom observations, etc.)
- * Become familiar with the full range of service delivery options including general education (e.g., regular classroom, pull-out, classroom instruction, consultation, collaboration.)
- * Students will become familiar, in the instructional setting, with the computer-based technologies available in the school district in which they are placed.
- * Experience and understand multicultural influences related to service delivery in the schools.
- * Schedule a selected caseload (as appropriate)
- * Develop and write specific IEPs based on student need and progress.
- * Align services and treatment with classroom curriculum/state standards and develop the knowledge and skills to meet the needs of students with disabilities.
- * Write sequenced lesson plans, implement the lessons, and modify the treatment techniques depending upon the student's progress in treatment.
- * Learn about and and participate on transdisciplinary teams including but not limited to multi-tiered intervention, Section 504, IEP/IFSP/ITP.
- * Learn to communicate effectively with the business community, public and non-public agencies (as available) to provide a cohesive delivery of services and bridge transitional stages across the life span for all learners.
- * Students will learn to plan, implement, and evaluate transitional life experiences with students.
- * Students will learn and become familiar with the process and information needed to plan for successful transitions by students (e.g. preschool to kindergarten, kindergarten to first grade, sixth to seventh grade, etc.)

* If placed in a 0-3 year old setting, students will learn to participate as a team member and/or case manager for the IFSP/IEP/transition planning process. Students will become familiar with the legal requirements of the IFSP/IEP/transition planning process.

* Use some method of daily record keeping – based on master clinician’s direction (e.g., charts, percentages, progress notes, etc.).

* Keep accurate student records (daily attendance, registers, or other student counts).

* Competently, provide speech therapy in individual and group settings (including classroom setting).

* Maintain behavior control of the students and direction of the lesson to promote a safe educational environment.

If the master teacher observes that the student is not adequately progressing toward these outcomes, the university supervisor must be notified immediately.

STUDENT CLINICIAN/TEACHER RESPONSIBILITIES

Each student clinician will comply with the following responsibilities.

1. **Be courteous, professional, and responsible.** Remember that you are a student extern at these sites. You are not an employee. Be respectful and professional to all people you meet at your site. Remember that you not only represent yourself, but also the university and future students.
2. **Plan your assignment schedule with your master clinician.** Your assignment is a minimum of 3 full days per week and may extend to 5 days. To earn the minimum 100 ASHA required hours you must regularly attend your assignment for 3 full days per week. If you need more than 100 hours, your assignment should extend to 3.5-4 days per week. If you need 160+ hours, you will probably need to schedule 5 days per week with your master clinician. Remember, you can **only count direct client contact time**, and there are many school holidays, assemblies, and special events throughout the semester that will interrupt your regular schedule.
3. **Stick with your pre-arranged schedule.** Your schedule will depend on your hours needed, your master clinician's office times, needs of the schools your master teacher serves, your University courses, etc. Whatever your schedule is, do not plan to vary it because of a test, personal appointment, etc. Your student teaching is a professional assignment and should be treated as such. Your master clinician may require you to occasionally attend on a non-scheduled day for a staff meeting, IEP, or special in-service. Discuss any conflicts with your master clinician in advance.
4. **Attend regularly.** You will follow the schedule of your assigned schools. Do not plan vacations during this time period. If you must be absent due to illness or personal emergency, notify your master clinician promptly. Be on time. You must arrive on time for your assignments. You should adhere to your daily schedule as closely as possible, without prompting from your master clinician.
5. **Fulfill your assignment.** Your school assignment usually consists of thirteen weeks but must end by the last day of academic instruction. You are expected to complete your school externship through this date regardless of whether you have already earned the requisite number of hours (unless you are given approval by the university supervisor and your on-site master clinician to end earlier). If you do not complete your assignment, you may earn a grade of incomplete.
6. **Dress appropriately.** Follow the lead of your master clinician as to acceptable attire.
7. **Find out and comply with the rules and regulations of each of your school sites and school districts. Ask questions when you need help.** Don't be afraid to ask your master clinician to demonstrate a procedure.

- 8. Keep a record of hours earned and have your master clinician verify the hours by signing in the space provided.**
- 9. Let your master clinician know the number and types of hours you need.**
- 10. Maintain regular communication with your university supervisor.**
- 11. Submit completed student practicum evaluations from your master clinician to the University Clinic Director upon completion of the midterm and final evaluations.**
- 12. Complete the end of the semester checkout with the Clinic Director.**
- 13. Concurrently enroll in CDDS 209.**

Major concerns expressed by the master clinician/teacher regarding conduct or attendance may result in the student receiving No-Credit for this course. (See Student Practicum Evaluation Form) No clinic hours will be granted if a student receives No Credit for this course. These guidelines and learning outcomes may be subject to change in the event of extenuating circumstances.

Overall Grading Policy For CDDS 230, 250, 257 & 267

Student clinicians receive a grade of credit or no-credit as a result of their performance in their clinical practicum assignment(s). The master clinician confers with the student clinician and completes the appropriate form designed for evaluation. After the Clinic Director consults with the master clinician, a mid-way progress report and/or a final report are completed and presented to the student clinician. There are two requirements:

- 1) The successful completion of all student practicum competencies based on the [student evaluation form](#).
- 2) Satisfactory evaluation by the master clinician of above average performance.

When students are not successfully completing all practicum requirements, the steps listed below will be followed and completed within a three (3) week period:

1. A conference will be held from the time deficiency is noted with the student, master clinician, and Clinic Director (if needed).
2. The master clinician will prepare a written summary of the conference. This report will state the areas of needed improvement and recommendations for remediation. The student and supervisor must sign and date the report. Copies of all evaluations and progress logs are attached to the report. Copies will be given to all concerned parties.
3. The master clinician will document the student clinician's progress, conferring daily. The Clinic Director will conduct a formal observation. A conference to review progress will be conducted at least once weekly by the on-site supervisor.
4. If the student has not demonstrated satisfactory improvement, a second joint conference will be conducted between the student, master clinician, and Clinic Director.
5. The master clinician will prepare a written summary of this conference. This summary, with evaluations, will include a notation that the student has been placed on probationary status. Areas of needed improvement will be identified as well as steps for remediation. A specified date for satisfactory completion will be noted, and the student must adhere to this time line or be removed from the placement site, which will result in a grade of no-credit (NC). The student and Clinic Director must sign and date this report and copies will be given to all concerned parties.
6. A third conference will be held with all concerned parties within three days of the deadline date specified in the second conference, again followed by a written summary with recommendations and signatures of the parties involved.
7. The final responsibility for the assignment of a course grade lies with the university supervisor.

8. This process will not be extended beyond the term of the CSUF semester.

9. If the student clinician believes the NC grade has been assigned unfairly, information may be obtained pertaining to the University's policy and procedure for protesting a final grade in the Office of Advising Services, Joyal Administration, Room 121.

CDDS 257 - Student Practicum Evaluation

Clinician: _____

Semester: _____

Supervisor: _____

Course: _____

Based on this student's current academic and clinical experience, and familiarity with the types of clinical cases served, this student performs this skill consistently with an appropriate amount of instructional support:

5 – Consistently

4 – Nearly all of the time

3 – Most of the time

2 – Half of the time

1 – Some of the time

0 – Never

N/A – Not Applicable

Note: 3 week evaluation to be conducted at the discretion of the clinic supervisor.

Academic and Clinical Knowledge Base (10 %)

	1 st 3 weeks	Midterm	Final
1. Applies current course work in the clinical setting.	_____	_____	_____
2. Understands nature of disorders.	_____	_____	_____
3. Seeks to add to academic knowledge in order to develop an effective treatment program.	_____	_____	_____
4. Demonstrates increased clinical insight.	_____	_____	_____

Comments: _____

Diagnostic Skills (10%)

1. Conducts a thorough file review and client interview.	_____	_____	_____
2. Utilizes appropriate diagnostic instruments.	_____	_____	_____
3. Effectively administers and records tests according to published guidelines.	_____	_____	_____
	1 st 3 weeks	Midterm	Final
4. Accurately interprets test results.	_____	_____	_____
5. Makes appropriate prognosis and recommendations based on diagnostic results.	_____	_____	_____
6. Effectively shares results and recommendations and answers questions appropriately.	_____	_____	_____
7. Administers informal diagnostic instrument if published tests are not appropriate.	_____	_____	_____
8. Incorporate multiple measures to establish reliability of results.	_____	_____	_____
9. Quickly learns and incorporates new tests or procedures suggested by the supervisor.	_____	_____	_____
10. Demonstrates on-going evaluation of client's skills, task and materials.	_____	_____	_____

Comments _____

Treatment Skills (30%)

- | | | | |
|---|-------|-------|-------|
| 1. Develops and writes appropriate short-and long-term objectives. | _____ | _____ | _____ |
| 2. Sequences treatment to meet the client's needs and the client's performances. | _____ | _____ | _____ |
| 3. Utilizes a variety of appropriate materials | _____ | _____ | _____ |
| 4. Utilizes a variety of appropriate treatment techniques and tasks that are clearly related to goals. | _____ | _____ | _____ |
| 5. Effectively manages treatment contingencies (e.g., reinforcement) and behavior. | _____ | _____ | _____ |
| 6. Accurately and appropriately uses data collection methods. | _____ | _____ | _____ |
| 7. Provides consistent and appropriate feedback to clients regarding results of treatment session and overall programs. | _____ | _____ | _____ |
| 8. Actively involves client in treatment by training self-charting, providing regular home assignments, etc. | _____ | _____ | _____ |
| 9. Adapts treatment methods based on ongoing assessment of client's needs and adjusts pacing when needed. | _____ | _____ | _____ |
| 10. Respects scheduling restrictions by beginning and ending treatment on time. | _____ | _____ | _____ |

Comments: _____

Writing Skills (20%)

- | | | | |
|--|-------|-------|-------|
| 1. Maintains accurate and appropriate progress notes. | _____ | _____ | _____ |
| 2. Prepares complete, well-organized reports. | _____ | _____ | _____ |
| 3. Submits written assignments in a timely manner. | _____ | _____ | _____ |
| 4. Uses correct and appropriate grammar, form, style, and spelling in written reports. | _____ | _____ | _____ |
| 5. Uses language that is understood by client and family. | _____ | _____ | _____ |

Comments: _____

Practicum as a Learning Experience (20%)

- | | | | |
|--|-------|-------|-------|
| 1. Implements recommendations quickly. | _____ | _____ | _____ |
| 2. Seeks clarification when in doubt. | _____ | _____ | _____ |
| 3. Develops original and/or appropriate solutions to clinical problems. | _____ | _____ | _____ |
| 4. Generalizes information to other clients and situations. | _____ | _____ | _____ |
| 5. Improves and learns as a result of experience and from supervisory suggestions. | _____ | _____ | _____ |
| 6. Demonstrates careful planning & consideration of consequences. | _____ | _____ | _____ |

- | | | | |
|---|-------|-------|-------|
| 7. Receives constructive suggestions without resistance. | _____ | _____ | _____ |
| 8. Conducts on-going self-analysis to meet personal goals. | _____ | _____ | _____ |
| 9. Demonstrates appropriate organizational skills. | _____ | _____ | _____ |
| 10. Identifies areas of competencies and areas that need improvement (i.g., self-awareness) | _____ | _____ | _____ |

Comments: _____

Professionalism & Ethics (10%)

- | | 1 st 3 weeks | Midterm | Final |
|---|-------------------------|---------|-------|
| 1. Communication effectively using appropriate levels with a variety of individuals (e.g., parents, clients/patients, supervisors). | _____ | _____ | _____ |
| 2. Establishes and maintains rapport with clients and professionals. <i>The student consulted/collaborated with classroom teachers, as appropriate, both during and away from IEP meetings.</i> | _____ | _____ | _____ |
| 3. Complies with established clinic or on-site procedures. | _____ | _____ | _____ |
| 4. Demonstrates knowledge of ASHA's Code of Ethics by applying ethical standard in all professional relationships. | _____ | _____ | _____ |
| 5. Maintains a professional appearance. | _____ | _____ | _____ |
| 6. Attends and is on time for all meetings. | _____ | _____ | _____ |
| 7. Treats all people with respect & safeguards confidentiality. | _____ | _____ | _____ |

8. Conducts sessions effectively with confidence. _____

9. Demonstrates careful planning & consideration of consequences. _____

10. Maintains professional focus on client's needs (including physical, psychological and spiritual). _____

Comments: _____

Supervisor's Signature: _____ Date: _____

Based on this student's current academic and clinical experience, and familiarity with the types of clinical cases served, this student performs this skill consistently with an appropriate amount of instructional support:

- 5 – Consistently
- 4 – Nearly all of the time
- 3 – Most of the time
- 2 – Half of the time
- 1 – Some of the time
- 0 – Never
- N/A – Not Applicable

How many bilingual/multi-cultural assessments did this clinician participate in at time of the:

___ @ three-week evaluation

___ @ midterm evaluation

___ @ final evaluation

	1 st 3 weeks	Midterm	Final
1. Case history was reviewed to identify potential variables that might be affecting the child's speech/language or literacy development	_____	_____	_____
2. The assessment was completed in the client's dominant language	_____	_____	_____
3. If an interpreter was utilized for the assessment, the clinician utilized him/her appropriately (e.g. prepared the interpreter for the assessment, debriefed the interpreter on the do's and don'ts when interpreting for a special education assessment, etc).	_____	_____	_____
4. If a standardized test was used, was the test standardized for the culture and language test represented by the child?	_____	_____	_____
5. If alternative procedures were utilized, Were they culturally unbiased? (e.g. checklists, naturalistic setting observations, speech-language sample, portfolio assessment, MCC, criterion-referenced, etc).	_____	_____	_____

Adapted from the American Speech-Language-Hearing Association's "Clinical Fellowship Year Performance Rating Observation Scale" and "Handbook for Student Interns & Instructors in Speech Pathology and Audiology."

Form revised 5.31.11